

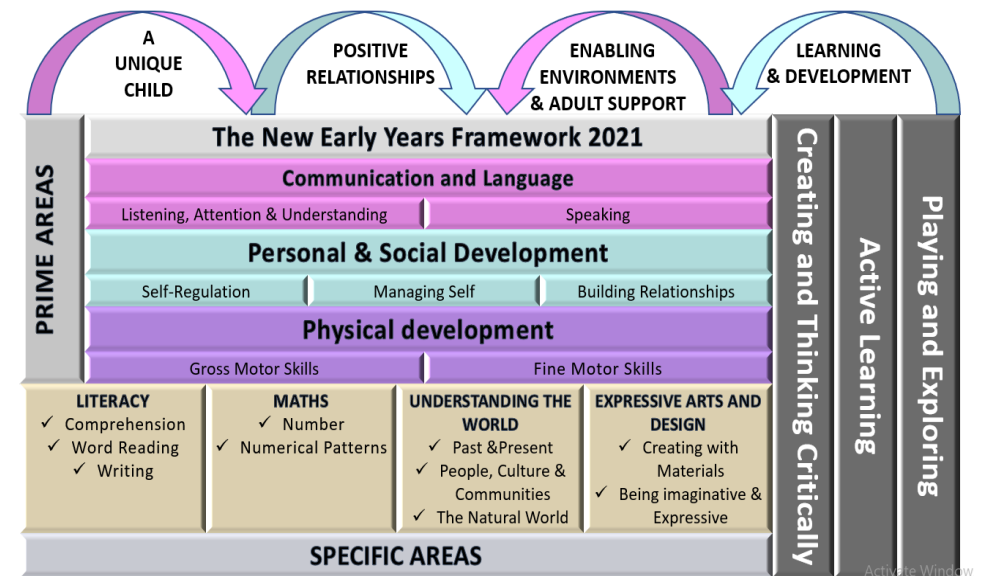


# Brompton and Sawdon CP School

## French in the Early Years Foundation Stage

Our school is such a special and unique place to learn. Together, we all aspire to fulfil our true potential, understand each other and follow our dreams. We aim to inspire, with high quality teaching, learning and experiences in and beyond the classroom.

As a school, we are all learners who learn in different ways – we recognise the challenges and barriers that can be faced. By building independence, resilience, an ability to try new things, a positive attitude and a commitment to excellence in all we do – we will all be ‘Ready to Fly’.



# Class 1 – EYFS Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p><b>SUPERHEROES</b> Starting School</p> <p>Me and my Family What am I good at?</p> <p>Key Workers and our Real-life Superheroes</p>	<p><b>Fairytales and Castles</b> Traditional Tales STEM Castles and catapults</p> <p>Christmas Time</p>	<p><b>Splendid skies</b> Arts &amp; Design A Starry Night - Van Gogh Apollo 11 – Moon Landing</p> <p>Night time adventures Chinese New Year</p>	<p><b>Springwatch in Brompton</b> Signs of Spring Visiting the Farm Life Cycles</p> <p>Weather and Seasons Growing in the garden</p>	<p><b>Walking with Dinosaurs</b> Dino Eggs Jurassic Periods</p> <p>Dinosaur Facts What is a carnivore?</p>	<p><b>Land Ahoy/Under the Sea</b> Animals under the sea Seaside Towns in the past Seaside Art Reduce, Reuse &amp; Recycle</p>
<p><b>High quality Texts</b></p>	<p>Colour Monster The Dot Supertato Super Duper You! Captain Tom Moore</p>	<p>The Egg Rapunzel 10 little princesses</p> <p>Jolly Christmas Postman The Gingerbread Man The Christmas Story</p>	<p>Man on the moon La Luna – Animation Short Field Trip to the Moon</p>	<p>On the farm A squash and a squeeze Farmer Duck Little Red Hen</p> <p>Non-fiction texts about farming and animals</p>	<p>Stomp Dinosaur Stomp! 10 little dinosaurs</p> <p>Lava – Animation Short</p>	<p>Flotsam The storm whale This hat is not mine Town is by the Sea</p> <p>Piper – Animation Short</p>
<p><b>Enrichment</b></p>	<p>Superhero Visits (Nurse /police officer/vet/mountain rescue)</p> <p>Harvest Festival Halloween</p> <p>Fundraising Event</p>	<p>Bonfire Night Remembrance day Baking Gingerbread</p> <p>Christmas Time Nativity Father Christmas Visit Panto Trip</p>	<p>Valentines day Chinese New Year National Storytelling week 30<sup>th</sup> Jan-6<sup>th</sup> Feb</p> <p>Art Exhibition Star Dome</p>	<p>Farm animals (hens, ducks, lambs) Farm Visit</p> <p>Mother's Day World Book Day</p> <p>Easter Egg decorating/rolling Easter Bonnets</p>	<p>Visit to a Jurassic bay Hidden Horizons Fossil Hunt</p> <p>Father's Day</p>	<p>Sports Day End of year trip</p> <p>Transition into Year 1 New children visits</p> <p>Leavers Assembly End of year family BBQ</p>



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<b>Characteristics of effective learning</b>	<p><b>Playing and exploring:</b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Over Arching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>At Brompton and Sawdon School, we understand that children learn best when they are absorbed, interested and active.. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>					

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Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Listening, Attention and Understanding  Speaking	<p>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing time, PSHE, stories, singing, speech and language interventions. <b>Daily story time using high quality texts</b></p>					
	<ul style="list-style-type: none"> <li>Settling in activities</li> <li>Making friends</li> <li>Show an interest in the lives of other people</li> <li>I can understand simple questions and answer appropriately</li> <li>I can use everyday words to talk about people I know</li> <li>I can follow two-step simple instructions with visuals</li> <li>I can listen and respond to adults and peers</li> </ul> <p>Key vocab: <i>colours, nursery areas, adult names, rules &amp; routines</i></p>	<ul style="list-style-type: none"> <li>I can concentrate for longer periods</li> <li>I can begin to understand and ask why and how questions</li> <li>I can join in with a small group</li> <li>I can hold two-way conversations with adults and peers</li> <li>I can remember and join in with stories and rhymes</li> </ul> <p>Key vocab: <i>celebrations, describing words, food/ingredients</i></p>	<ul style="list-style-type: none"> <li>I can speak in full sentences</li> <li>I can express desires, feelings and needs</li> <li>I can engage in imaginary role-play sometimes building stories around objects and toys</li> </ul> <p>Key vocab: <i>planets, sky, colours revisit, light &amp; dark</i></p>	<ul style="list-style-type: none"> <li>I can explain my own thinking/ideas</li> <li>I can describe the story settings and characters</li> <li>I can join in with the repeated lines and refrains</li> <li>I can use language as a powerful means of widening contacts and sharing feelings</li> </ul> <p>Key vocab: <i>animal life cycles, farm animals, signs of spring, seasonal language</i></p>	<ul style="list-style-type: none"> <li>I can communicate effectively with my peers and adults</li> <li>I can follow three-step simple instructions,</li> <li>I can anticipate key events in stories</li> <li>I can take turns in small groups</li> <li>I can ask simple questions and wait for a response</li> </ul> <p>Key vocab: <i>dinosaurs, science specific vocabulary,</i></p>	<ul style="list-style-type: none"> <li>I can listen attentively and respond with relevant comments, questions and actions.</li> <li>I can ask questions to clarify my understanding.</li> <li>I can speak in full sentences, using conjunctions (sometimes with support)</li> <li>I can use past, present and future tense when speaking.</li> </ul> <p>Key vocab: <i>emotions, positional language,, sealive.</i></p>



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People, cultures and communities	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> <li>I enjoy joining in with family customs and routines</li> <li>Belonging to my family</li> <li>Being part of the Brompton Family</li> </ul>	<ul style="list-style-type: none"> <li>I can remember and talk about significant events in my own experience</li> <li>I can name and talk about people who are familiar to me.</li> <li>I enjoy celebrating my birthday and that of others</li> </ul>	<ul style="list-style-type: none"> <li>In pretend play I can imitate everyday actions and events from my own family and cultural background</li> <li>I show interest in different occupations (Eg: fire fighters, nurse, police officers)</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that people have different beliefs and celebrate times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I know that I have similarities and differences that connect me to and distinguish me from others.</li> <li>I can recognise similarities of life in this country and life in a different country.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my sense of responsibility and membership of a community</li> </ul>
RE/Festivals <i>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.. They will begin to understand and value the differences of individuals and groups within their own community.</i>	<ul style="list-style-type: none"> <li>Discovering - <i>Believing</i></li> <li>Which people are special and why?</li> <li><b>Harvest Festival</b></li> </ul>	<ul style="list-style-type: none"> <li>Discovering – <i>Expressing</i></li> <li>Which times are special and why?</li> <li><b>Advent</b></li> <li>The Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>Discovering - <i>Believing</i></li> <li>Which stories are special and why?</li> <li>Chinese new year</li> <li>Exploring – <i>Believing</i></li> <li>What can we learn from sacred books?</li> </ul>	<ul style="list-style-type: none"> <li>Discovering – <i>Living</i></li> <li>Being Special: Where do we belong?</li> <li>The Easter Story</li> <li><b>Lent</b></li> </ul>	<ul style="list-style-type: none"> <li>Discovering - <i>Expressing</i></li> <li>Which places are special and why</li> <li>Exploring – <i>Expressing</i></li> <li>What makes some places sacred?</li> </ul>	<ul style="list-style-type: none"> <li>Discovering - <i>Living</i></li> <li>What is special about our world?</li> </ul>